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ABSTRACT

Youth Opportunity Centers (YOC's) sponsored a Testing, Informing, Discussing, and Evaluating (TIDE) program for youth in the summers of 1966 and 1967. This report provides data primarily on the second phase of TIDE which was operated from July to December of 1967 at 29 youth centers in 22 states. In this second part of the program, 1,031 youth received employment orientation training at 32 YOC's. These youth were mainly disadvantaged, 25 percent had police records, and 92 percent were school dropouts. About two-thirds of the trainees received some kind of aid from the program. About 20 percent were placed in jobs, 15 percent entered the job corps, 13 percent returned to school, and 11 percent were recruited for MDTA vocational training. A summary of the TIDE programs for 1966 and 1967 for all 32 YOC's is included in the report. The 1966 report is available as ED 014 017. (BC)

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REPORT

on

Experimental and Demonstration Manpower Project

for

THE TIDE PROGRAM

as an extension of the

Summer Youth Demonstration Program

in

Youth Opportunity Centers

implemented by

Change No. 4 to

Memorandum of Agreement No. 82-09-66-111

between

Office of Manpower Policy, Evaluation and Research

and

Bureau of Employment Security

United States Department of Labor

Period of YOC Operation - July 15, 1967 to December 31, 1967

Evaluation and Followup - September 15, 1967 to March 15, 1968

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This is a report on the TIDE program as conducted in thirty-two Youth Opportunity Centers during the last half of calendar year 1967. This extension of the Summer Youth Demonstration project was authorized by Change 4 to the original 1966 Memorandum of Agreement. A report on the 1966 program has been previously submitted in the report on the Summer Youth Demonstration project prepared following the 1966 activity. The TIDE program was included as Block IV of that report.

This report is based on individual State followup reports and personal reviews of YOC programs made by the project consultant and BES youth training consultants. The report has been prepared jointly by

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Attachment: Counselor's Handbook

INTRODUCTION

The TIDE program was first introduced to Youth Opportunity Centers of the public employment service in June 1966 as Block IV of the Summer Youth Demonstration program for that year. It was identified as group guidance training and the name TIDE was presented as being derived from the guidance components of: Testing, Informing, Discussing, and Evaluating.

The program was outlined for YOCs as being a series of informational and activity sessions, as previously reported on pages 19 to 21 in the 1966 report. The outline was brief and encouraged YOC counselors to make local adaptations to meet local situations. Thirty-three YOCs accepted the challenge and conducted sixty TIDE classes during the summer and fall months. The program was the only phase of the Summer Youth Demonstration program not directed toward summer jobs for students. It was developed primarily for the disadvantaged, hard-to-place school dropouts. It is not sufficient to say that results of the program were encouraging. The program really shook up a great many counselors and employment service officials. When counselors had time to review and report on the results of the program, they were unanimous in praising the program and in recommending its development as an on-going YOC activity. (see pages 28 to 62 of the 1966 report.)

As a result of the 1966 program the following actions were taken:

1. A task force of TIDE counselors was convened in Washington to develop guidelines for future TIDE classes. (These guidelines were included as Appendix B of the 1966 report.)

2. An article entitled, TIDE, A Promising Demonstration Project, was prepared for the Employment Service Review, describing the program and listing its seven major benefits. (Employment Service Review, December 1966.)

3. The 1966 amendments to the Manpower Development and Training Act included employability training as a provision of Section 202j.

4. The Manpower Administrator defined employability or employment skills and provided that "the ES may provide employability skills as a single program to those not in need of extensive remediation in communications skills, but who nevertheless may need some orientation in this area. In this event, the inclusion of some communications skills orientation as an ancillary part of employability skills is also not precluded." (Manpower Administration Order No. 22-66, December 21, 1966.)

5. The Office of the Manpower Administrator (then OMPER), in conjunction with the USES, decided to extend the original Memorandum of Agreement to include an E&D TIDE program in 1967 which would provide a further tryout for the guidelines with additional experimentation with respect to class size, hours, and training allowances.

PROJECT DESIGN

As a result of what was learned in 1966, it was decided to experiment further with certain aspects of the program in 1967.

Phase I of the 1967 program was designed as a continuation of the original concept of $20.00 per week training allowance for 20 hours per week of training sessions. Groups, however, were to be reduced in size from 25 to 15. The program was to continue for a four-week period. All participating YOCs were asked to take part in this phase of the project.

Phase II A consisted of a longer TIDE program of 30 hours per week, but retaining the same training allowance and the same overall length. It was planned that a minimum of 10 YOCs would undertake this phase and provide a summary report comparing Phase I and Phase II.

Phase II B was programmed as a part-time TIDE session providing up to $10.00 per week training allowance for up to 10 hours of training. Class enrollment was expanded to 20 enrollees, and overall length was extended to six weeks. A minimum of 10 YOCs were expected to undertake Phase II B for comparison with Phase I.

Reporting requirements for the 1967 demonstration were considerably improved over 1966. Earlier program reports were predominately narrative in style and provided little opportunity for comparison of program results. Reports were also requested immediately following completion of sessions and while many referral actions were still pending. The 1967 report required more complete statistical data to be completed thirty days after the class termination date. The reporting format and instructions are included as Appendix A of the TIDE Counselor's Handbook, which has been prepared as an attachment to this report.

Size of the program, as originally designed, was to include thirty-five participating YOCs, conducting seventy TIDE classes, with cities being selected on a priority basis to insure adequate geographical and population representation. Of the thirty-five top priority cities, nineteen responded favorably to the invitation to participate. Various reasons, mostly lack of staff or the press of other programs, were presented by the other cities for not participating. California was planning an MDTA employment orientation program which eliminated that State from consideration for the E&D project. Thirteen lower priority cities were selected to fill out the original design of the program, and three additional cities, for which funds were saved, cancelled too late to permit redirection of funds. The program as finally conducted consisted of sixty-one TIDE classes conducted in thirty-two YOCs.

GENERAL COMMENTS AND CONCLUSIONS

The following comments relate to overall results and findings for the TIDE program over the two years of its operation in 47 different Youth Opportunity Centers.

1. The program has to be considered a success. Whether it is called TIDE, or group counseling, or vocational guidance, or employment orientation, a need exists for a program to improve the employability of young people and to motivate them toward effective job search efforts. All forty-seven YOCs recommend continuance of TIDE as an on-going program.

2. Of the thirty-two TIDE counselors who were members of the two task forces convened in Washington to refine TIDE guidelines the overwhelming majority believed that employment orientation for youth involves significant differences from employment orientation for adults and that the youth program should be separately constructed and separately identified. Significant differences were noted with respect to labor laws, work habits, attitudes toward supervisors, the need for training, and where and how to look for work. Both adult and youth programs would, of course, also involve elements of similarity, since the objective for both (a job) would be the same.

3. TIDE groups should be small. More can be accomplished in small discussion groups of 4 - 6 youths than in larger groups. Since the economics of public programs invariably revolve around the greatest good to the greatest number, a group of 12 - 15 can still be handled effectively in most instances. Groups of 20-25, as experienced in the 1966 program, are definitely too large. They tend to revive a classroom situation, limit discussion, and develop subgroups which work at cross-purposes.

4. Adequate space and equipment is needed for ES connected training programs. TIDE programs have been conducted in vacated old buildings, basements, storage rooms, testing rooms, and staff conference rooms next to the manager's office. Programming for on-going applicant orientation activities involves definite considerations of space and equipment.

5. Separate procedures for programming and funding are needed if employment orientation (employability training) is to be conducted as an ongoing program by the employment service. At the local office level most counselors and officials connected with the TIDE program have expressed the opinion that the employment service is the agency best qualified to provide employment orientation for youth. TIDE

objectives would seen to support this view, namely:

return to school,
referral to jobs,
referral to training (MDTA, Job Corps, etc.),
referral to work training (NYC, OJT, etc.)
development of realistic vocational goals,
development of employability (job search know-how), and
development of proper work attitudes and motivation.

The employment service is uniquely situated to determine which of the above courses of action is most clearly indicated for a given individual at a given point in time. To do this the employment service needs to do some in-depth counseling and exploration with the individual.

Most ES managers are willing to do this, provided the program provides the space and necessary personnel on a basis which will insure some measure of program continuity. The E&D TIDE program obviously has not provided this. Funding via the MDTA CAMPS program puts ES employment orientation in competition with vocational training for the local MDTA dollar. Funding under the CEP program has resulted in ES furnishing the employability training in 6 of 22 program areas. CEP guidelines provide a normal two-week employment orientation period, which may be adequate for mature adults or youthful high school graduates, but which is felt to be insufficient for the hard-core high school dropout, who has been the principal thrust of the TIDE program. These youth need the practice in communication skills and the professional counseling required in a non-school-classroom situation to correct deficient attitudes toward work and society.

TABLE I

Funds Approved and Utilized by YOC's

YOC	Phases		Approved	Utilized
Atlanta, Ga.	I	IIA	$ 5,548	$ 3,379
Boston, Mass.	I	IIB	5,600	4,387
Buffalo, N.Y.	I	IIA	6,150	6,150
Burlington, Vt.	I	IIB	2,912	1,228
Camden, N.J.	I	IIB	5,646	5,581
Chicago, Ill.	I	IIA	5,633	4,913
Cincinnati, Ohio	IIA	IIB	3,896	2,850
Dallas, Texas	I	IIB	5,615	5,167
Denver, Colo.	I	IIB	6,088	4,976
East St. Louis, Ill.	I	IIA	5,624	5,130
Hempstead, N.Y.	I	IIB	6,150	6,150
Indianapolis, Ind.	I	IIA	5,523	5,000
Jamaica, N.Y.	I	IIA	6,150	6,150
Jersey City, N.J.	I	IIB	5,646	2,451
Manhattan, N.Y.	I	IIB	6,150	6,150
Miami, Fla.	I	IIB	5,522	4,476
Milwaukee, Wisc.	I	IIA	5,540	5,172
Newark, N.J.	I	IIB	5,646	5,581
Newport News & Richmond, Va.	I	IIA	5,600	1,863 2,537
Norfolk, Va.	I	IIA	5,600	4,860
Omaha, Neb.	I	IIB	4,525	4,248
Pittsburgh & Scranton, Pa.	I IIB	I IIB	5,600 5,600	7,700
Portland, Ore.	I	IIA	5,600	4,220
Providence,R.I.	I	IIA	5,704	4,793
Salt Lake City, Utah	I	I	5,600	4,220
Seattle, Wash.	I	IIB	5,238	4,772
Springfield, Mass.	I	IIA	5,600	5,303
Washington, D.C.	I	IIA	5,600	other sources
Wheeling, W. Va.	I	---	5,600	1,401
Winston - Salem, N.C.	I	IIB	5,600	4,145
			$170,084	$134,119

ADMINISTRATIVE PROBLEMS

Most of the administrative problems reported in the 1966 report were encountered also in 1967. These and other problems which may warrant future concern are enumerated below.

Lead Time. The three-month lead time recommended in the 1966 report for programming and funding actions was not maintained for the 1967 program. However, much more advance planning did take place, including Bureau of The Budget clearance of report forms, with the result that the 19 participating YOC's in the high priority group were given adequate advance notification. The thirteen lower priority cities had less lead time, but were scheduled for later program starts and in most cases were able to start training at times suggested by them.

Budgeting for programs of this type remains a problem, particularly when E&D training allowances are involved. If a YOC is programmed for a training group of 15 it wants to be funded for 15. This means that dropouts create a surplus of unused funds. Table I shows the effects of this.

Funding to the States was much better handled this time and created no problems, except in the District of Columbia where allocated funds are still federal and not State funds. In YOC's where States allocated training allowances to the YOC no problem existed. States which paid allowances by State check did face the recurring problem of late payment.

Communication remains a problem for projects of this size. Reliance has to be placed on the national office - regional office - State office - local office chain of communication. National office instructions for project operations and reporting started out in better form for this year's program. Reporting instructions were followed by local YOC's with only two or three exceptions. Operating instructions generally did not fare so well. Thereis a tendency for States to treat E&D funds with the same administrative freedom enjoyed for State Grant money. Thus, although the instructions outlined the project design quite clearly, some States made modifications in such matters as hours per week, size of the group, and length of the program. Some States had money left over and programmed a third phase, which was not in the project design. Where these deviations were caught in time changes were made, although a few were approved because it was felt that they might contribute materially to project objectives.

Project Consultants. In both 1966 and 1967 good people were recruited to serve as project consultants. Finding them,however, was quite a problem. Short-term temporary employment as a consultant is of interest to experienced professional personnel only under certain circumstances and with adequate advance notice. Clearance procedures also take time. In both 1966 and 1967 the TIDE program was not able to make the best possible use of consultants, either because the right person was located too late or because of the time required to get him on the payroll.

PROGRAM SUMMARIES

Phase I

Phase I of the project was programmed to consist of groups of 15 enrollees per class, meeting for four weeks, 20 hours per week. Table 2 provides data on trainee characteristics and class hours for Phase I groups.

Washington, D.C. is omitted from Table 2 and Table 3 because its program was designed as a pre-release program for inmates of a juvenile training institution. Cincinnati is omitted because its program was used as a holding device for a specific MDTA training course. Atlanta, Pittsburgh, and Salt Lake City are listed twice because their Phase I and Phase II programs were substantially the same. The Pittsburgh duplication was approved as a State supervised link with Scranton, which had two Phase IIB groups. A similar situation existed in Virginia with Newport News doing Phase I and Richmond Phase IIA

Examination of Table 2 shows that by sex most groups were mixed with slightly fewer males than females. This follows substantially the distribution of local office registrations. By age a surprising number of 16 and 17 year olds are represented (45%). This distribution remained much the same in other phases of the project. This underage group is a placement problem to the employment service, and probably a significant contribution which TIDE can make is demonstrated in its ability to get this group of school dropouts back into school or into other training programs.

By educational level all phases of TIDE consisted of about 80% school dropouts and about one-quarter of these were dropouts below the high school level. The remaining 20% high school graduates appears high, but on examination most of these were clearly in need of orientation, either by reason of rural backgrounds, immigration from out of State,obesity, physical handicap, police record, or various other reasons.

About one-quarter of all TIDE enrollees had police records. Delinquency was more prevalent among males, but an appreciable number of delinquent females was noted in project reports, including unwed mothers.

Phase I had the lowest percentage of dropouts (15%), with 4 of the groups showing 0 dropouts, 7 groups 1 dropout, 6 groups 2 dropouts, and 6 groups 3 dropouts. The holding power of TIDE discussion groups is surprising for the type of youth involved.

TABLE 2

Phase I (20-hour) Class Characteristics

YOC	Enr.	Sex M	Sex F	Age Under	Age 18-21	Age Over	Education Under	Education 8-11	Education Over	Police Record	Drop Outs	DO Av.da. Attended	Hrs.	Da.
Atlanta (1)	16	0	16	1	14	1	0	4	12	1	1	4	5	4
Atlanta (2)	18	4	14	8	10	0	1	8	9	0	3	8.3	5	4
Boston	15	9	6	12	3	0	8	7	0	6	2	7.5	4	5
Buffalo	15	7	8	8	7	0	2	7	6	3	1	4	4	5
Burlington	18	13	5	11	7	0	9	7	2	4	5	4.8	4	5
Camden	18	10	8	9	9	0	11	4	3	4	4	4.8	5	4
Chicago	15	8	7	12	3	0	3	11	1	4	0		5	4
Dallas	15	3	12	6	9	0	2	9	4	2	2	4	4	5
Denver	16	10	6	9	7	0	0	14	2	10	1	10	5	4
E. St. Louis	16	8	8	12	4	0	7	9	0	1	1	9.5	4	5
Hempstead	17	0	17	6	11	0	2	9	6	1	3	3.3	5	4
Indianapolis	15	2	13	7	8	0	0	12	3	3	3	6.3	4	5
Jamaica	17	7	10	4	13	0	2	12	3	5	2	10.5	5	4
Jersey City	12	4	8	4	8	0	1	10	1	1	1	5	5	4
Manhattan	16	9	7	5	11	0	2	12	2	2	0		5	4
Miami	16	6	10	1	15	0	1	5	10	3	3	6.6	4	5
Milwaukee	14	7	7	3	11	0	0	9	5	0	0		5	4
Newark	17	4	13	2	12	3	2	12	3	7	2	2	5	4
Norfolk	15	7	8	6	9	0	4	11	0	8	1	2	4	5
Omaha	17	0	17	8	9	0	3	8	6	5	4	4.8	4	5
Pittsburgh (1)	21	6	15	9	11	1	2	12	7	5	8	5.6	5	4
Pittsburgh (2)	19	7	12	6	13	0	0	9	10	4	3	1	5	4
Providence	14	10	4	9	5	0	4	9	1	6	3	6	5	4
Newport News	16	5	11	3	13	0	9	7	0	1	2	3	4	5
Portland	15	7	8	5	10	0	2	12	1	0	2	2.5	4	5
Salt Lake (1)	12	11	1	10	2	0	0	12	0	7	-	-	4	5
Salt Lake (2)	17	16	1	--	-	-	-	--	-	-	9	2	4	5
Seattle	15	6	9	7	8	0	2	10	3	10	4	5.8	5	4
Springfield	16	10	6	14	2	0	2	13	1	1	1	4	4	5
Wheeling	15	8	7	7	8	0	2	8	5	3	0		4	5
Winston-Salem	15	8	7	8	7	0	8	7	0	5	4	11.3	4	5
Totals	493	212	281	212	259	5	91	279	106	112	75			
Percentages		.43	.57	.45	.54	.01	.19	.59	.22	.24	.15			
Typical class of	15	7	8	7	8		3	9	3	4	2			

TABLE 3
Phase I 30-Day Follow Up

YOC	Enr.	In or Awaiting Training or Education					Employed	Improved-Still	No	Moved, Unk.,
		Total	MDTA	Job Corps	WTP/NYC	H.S/Other	Full Time	in Counseling	Improvement	and Other
Atlanta (1)	16	6		1		5	5	5	0	0
Atlanta (2)	18	9			4	5	5	4	0	0
Boston	15	11	1	3		7	1	0	1	2
Buffalo	15	6	4	1	1		3	5	0	1
Burlington	18	6			1	5	3	2	3	4
Camden	18	10	4	3	2	1	0	5	1	2
Chicago	15	10	3			7	1	4	0	0
Dallas	15	12		5	4	3	0	0	0	3
Denver	16	9		4	3	2	3	3	0	1
E. St. Louis	16	9	2	2	1	4	2	1	1	3
Hempstead	17	16		14		2 DVR	1	0	0	0
Indianapolis	15	10	5	1		4	4	0	1	0
Jamaica	17	12		7	4	1	1	3	1	0
Jersey City	12	4	4				4	3	0	1
Manhattan	16	12		3	5	4	2	2	0	0
Miami	16	7		1	1	5	2	6	0	1
Milwaukee	14	7	6		1		4	2	0	1
Newark	17	3	1	2			8	5	1	0
Norfolk	15	10		5	2	3	3	1	1	0
Omaha	17	9	4		3	2	3	1	3	1
Pittsburgh (1)	21	7	1	2	1	3	6	3	5	0
Pittsburgh (2)	19	4	2			2 sp.	4	4	4	3
Providence	14	5	1	4			4	1	3	1
Newport News	16	11	4		3	4	0	3	0	2
Portland	15	2	1			1	3	3	3	4
Salt Lake (1)	12	5		2	1	2	2	4(3-night S)	0	1
Salt Lake (2)	17	4	1	2		1	10	0	2	1
Seattle	15	5	1	1	3	0	5	0	0	5
Springfield	16	15		1		14	0	0	0	1
Wheeling	15	9	3		1	5	2	3	0	1
Winston-Salem	15	7	2	1		4	1	3	1	3
Totals	493	252	50	65	41	96	92	76	31	42
Percentages		.51	.10	.13	.09	.19	.19	.15	.06	.09
Typical Class of	15	8	1	2	1	4	3	2	1	1

Results of the Phase I program, as indicated by the 30-day follow-up report, are shown in Table 3. It appears that something constructive, in the way of getting enrollees jobs or getting them into training programs, resulted with 70% of enrollees.

A seasonal factor is involved with respect to the large number of enrollees getting into training programs or returning to school (51%). Since most Phase I groups met in the summer, a high rate of school returnees might be anticipated. One city, Springfield, addressed its program to a group of potential high school dropouts among Negro and Puerto Rican youth who were contemplating leaving school. It is believed that in most other cities the enrollee had actually left school or had indicated to his ES counselor that he was interested in a full time job and was not returning to school. To discount the effect of special groups it is noted that the median group in Phase I was successful in persuading three of its members to return to school. In the later Phase IIA group (Table 5) the median dropped to 2 returnees, and in the longer six-week Phase IIB groups (Table 7) the median dropped to 1 returnee. So it would appear that there would be some reason to stress the value of an education in those TIDE classes which might feed directly into school programs beginning with the fall, spring, or summer semesters.

Percentages of enrollees getting into MDTA vocational training also shows considerable variance, depending supposedly upon the availability of such training at the time. Overall the percentage of enrollees in all phases of the program getting into MDTA averages 10%, but results in several cities indicate that more enrollees could be directed into this training if more training slots were available. The 25% limitation on MDTA training for youth also has an effect here.

Referrals to Job Corps training exceed MDTA referrals by reason of the fact that more opportunities for Job Corps training exist for disadvantaged youth. An average of about 2 persons per class of 15 enrollees were directed into the Job Corps.

Other Work Training Programs for youth, notably the Neighborhood Youth Corps, were utilized to the extent of placing 10% of enrollees, or about 1 enrollee in the typical group of 15. Here, too, the availability of work slots is a factor.

For about 20% of TIDE enrollees the item of most immediate concern appears to be a full time job. Included in Table 3, 5 and 7 are jobs the individual finds himself as well as ES placements. The

ratio of ES placements to self-found jobs appears to be about 2 to 1. As might be expected the type of job the disadvantaged school dropout gets is not what would normally be called a career type job.

The remaining categories included in the 30-day followup are non-success categories which indicate that, in the typical group of 15 enrollees, two will remain unplaced but interested and showing some improvement with respect to counselor-counselee relationships, one enrollee shows no improvement, and one will have been dropped from consideration by reason of leaving town, going to jail, returning to some other institution, pregnancy, hospitalization, or for reasons unknown.

Phase IIA

Phase IIA of the TIDE program was designed to include longer daily sessions requiring a meal time break and totaling 30-hours per week. Tables 4 and 5 provide class characteristics and results of the 30-day followup.

Many comments regarding class characteristics and results have been included in the Phase I discussion and will not be repeated. Comments which follow are in the nature of comparing Phase IIA with Phase I.

In general the luncheon break required by Phase IIA did not work to the detriment of the program. When lunches were brought from home or were brought in, the lunch hour seems to have been a social hour which improved group cohesiveness. The problem of noise in the YOC was, however, a negative factor. Where nearby lunch rooms or cafeterias were available, socializing continued improved and grooming and manners became a matter of greater interest. When cafeteria managers were sufficiently cooperative to provide TIDE specials, a better diet balance was also achieved.

Most TIDE counselors conducting the 30-hour program felt that it was exhausting to the counselor and tiring to the youth. A 25-hour program might be better adapted to a continuous session type program such as this. The fact that most high school education programs consist of four, or at most five, fifty-minute classroom sessions would indicate that a 25-hour program might be preferable.

TABLE 4

Phase IIA (30-hour) Class Characteristics

YOC	Enr.	Sex M	Sex F	Age Under 18	Age 18-21	Age Over	Education Under 8	Education 8-11	Education Over	Police Record	Drop Outs	DO Av.da. Attended	Hrs.	Da.
Buffalo	15	7	8	7	8	0	0	10	5	6	1	1	7½	4
Chicago	14	5	9	10	4	0	6	7	1	6	1	4.5	6	5
E. St. Louis	15	8	7	5	10	0	5	7	3	0	3	3	6	5
Indianapolis	15	5	10	9	6	0	1	13	1	5	1	1	6	5
Jamaica	18	10	8	10	8	0	1	17	0	6	1	6	5	5
Milwaukee	17	8	9	2	15	0	2	6	9	1	5	4.6	6	5
Newark	22	12	10	13	9	0	5	16	1	11	2	-	-	-
Norfolk	15	7	8	9	6	0	8	7	0	4	1	2	6	4
Providence	19	13	6	15	4	0	15	4	0	13	9	3.8	6	5
Richmond	15	4	11	5	9	1	10	3	2	4	3	7.7	6	5
Portland	24	11	13	9	15	0	4	19	1	0	10	5.5	6	5
Seattle	17	10	7	7	10	0	5	6	6	9	7	1.9	6	5
Springfield	17	8	9	10	7	0	7	9	1	6	2	5.0	6	5
Totals	223	108	115	111	111	1	69	124	30	71	46			
Percentages		.48	.52	.50	.50		.31	.56	.13	.32	.21			
Typical class of 15		7	8	7+	7+		5	8	2	5	3			

TABLE 5
Phase IIA 30-Day Follow Up

YOC	Enr.	In or Awaiting Training or Education Total	MDTA	Job Corps	WTP/NYC	H.S/Other	Employed Full Time	Improved-Still in Counseling	No Improvement	Moved, Unk. and Other
Buffalo	15	5	1	3	1		4	2	1	3
Chicago	14	13	4	4	3	2	0	1	0	0
E. St. Louis	15	13	7	3	1	2	1	0	0	1
Indianapolis	15	12	2	7		3	1	0	0	2
Jamaica	18	12	3	8		1	2	4	0	0
Milwaukee	17	2	1	0	0	1	7	2	1	5
Newark	22	8		4		4	11	3	0	0
Norfolk	15	9		4	1	4	3	1	1	1
Providence	19	2		1	1		2	7	4	4
Richmond	15	3		2	1		3	4	0	5
Portland	24	4		3		1	9	8	2	1
Seattle	17	6	1	2	2	1DVR	2	2	1	6
Springfield	17	12	3	7	2		0	1	2	2
Totals	223	101	22	48	12	19	45	35	12	30
Percentages		.45	.10	.22	.05	.08	.20	.16	.05	.14
Typical class of	15	7	2	3	1	1	3	2	1	2

In terms of results, there was a slightly higher dropout rate from the 30-hour program vs. the 20-hour program (21% vs. 15%). The 30-hour program had fewer enrollees returning to school and more going into the Job Corp, but this presumably was a seasonal factor which would be characteristic of any similar summer vs. fall program. In practically all other areas the two programs showed very little difference in results.

With respect to enrollee characteristics the 30-hour program was apparently viewed as a more intensive remediation effort, since a higher percentage of persons with less than an 8th grade education were included, as well as a higher percentage under age 18, and a higher percent with police records.

Phase IIB

Phase IIB was designed as a part time 10-hour program intended as a means of determining the holding power of a six-week program, with half-day sessions. The following comments generally compare the 10-hour program with 20-hour and 30-hour programs. Many comments already made in connection with those programs are equally applicable to Phase IIB and will not be repeated here.

The reduced training allowance of $10 unquestionably had an adverse effect on Phase IIB. Counselors found it more difficult to recruit for the program and the dropout rate as shown in Table 6 was considerably higher (32%). Other trainee characteristics were not significantly different.

The general feeling of counselors with respect to sessions totaling only 10 hours per week is that such a program provided too short a time to develop the discussion and counseling necessary for motivation and change in the individual. The larger size of the 10-hour group (20 enrollees) may also have been a factor. It should be noted that , although the design called for 10-hours per week, four of the twelve YOC's exceeded this time. Seven of the thirteen IIB classes did not start at full strength (20) and this was primarily the result of the low $10 per week allowance.

Results of the 10-hour classes (Table 7) show a higher percentage in the non-success categories (still in counseling, no improvement, and other). A smaller percentage returned to school or entered MDTA training, but this was primarily the result of lack of opportunity. The corresponding increase in job placements is attributed both to the greater length of the program (six weeks) and the fact that training opportunities were more limited.

RESULTS OF THE DEMONSTRATION

1. The 1967 TIDE demonstration produced the following overall statistical results:

a. 1031 youth were given employment orientation training in 61 class groups by 32 Youth Opportunity Centers.

b. Groups were composed predominately of disadvantaged youths, members of minority groups, many (26%) with police records, and most all (92%) school dropouts.

c. The dropout rate for these classes was surprisingly low (20%), and most of those who dropped out did so early and were replaced. The 1031 figure given above includes dropouts and replacements.

d. Some positive, constructive activity resulted with respect to 66% of enrollees, not counting 30 who were inmates of a youth training institution at time of training.

20% found or were placed in jobs.
15% were recruited for the Job Corps.
13% returned to full-time school.
11% were recruited for MDTA vocational training.
7% were placed in Neighborhood Youth Corps jobs.

e. Of the remaining 34% of enrollees,

16% were still availing themselves of ES services, but with an improved outlook toward counseling and employment.

10% moved, were incarcerated, or were otherwise lost to the program.

8% were cited as showing no improvement as a result of the training.

f. A typical TIDE program of 20-30 hours per week, based on the combined results of Phases I and IIA, could be expected to yield the following results with a group of 15 youth:

In jobs	3
Returned to school	2
In MDTA	2
In Job Corps	2
In Work Training (NYC)	1
Improved, still in counseling	2
Unknown, moved, etc	2
Showing no improvement	1

TABLE 6
Phase IIB (10-hour) Class Characteristics

YOC	Enr.	Sex M	Sex F	Age Under	Age 18-21	Age Over	Education Under	Education 8-11	Education Over	Police Record	Drop Outs	DO Av.da. Attended	Hrs.	Da.	Wks.
Boston	12	8	4	8	4	0	4	8	0	6	5	2.7	3	5	6
Burlington	23	22	1	9	14	0	9	14	0	11	14	2.8	2	5	6
Camden	33	18	15	18	15	0	22	5	6	6	10	3.3	2	5	6
Dallas	21	2	19	3	18	0	2	8	11	0	6	6.7	2	5	6
Denver	26	15	11	10	16	0	2	20	4	13	6	5.2	2	5	6
Hempstead	17	4	13	6	11	0	1	14	2	1	5	5.1	3	5	6
Jersey City	12	8	4	10	2	0	9	2	1	1	5	3.6	5	3	4
Manhattan	31	18	13	2	29	0	9	18	4	10	6	1	3	5	6
Miami	20	7	13	4	16	0	1	7	12	3	4	7.8	4	3	6
Omaha	17	0	17	9	8	0	2	10	5	0	7	3.1	2	5	5
Scranton (1)	18	11	7	12	6	0	4	9	5	5	6	3.7	2	5	4
Scranton (2)	8	1	7	5	3	0	1	5	2	0	1	1	2	5	4
Winston-Salem	16	1	15	2	13	1	1	14	1	0	6	3.6	2	5	6
Totals	254	115	139	98	155	1	67	134	53	56	81				
Percentages		.46	.54	.40	.60		.26	.53	.21	.22	.32				
Typical class of	20	9	11	8	12		5	11	4	4	6				

TABLE 7
Phase IIB 30-Day Follow Up

YOC	Enr.	In or Awaiting Training or Education					Employed	Improved-Still	No	Moved, Unk.
		Total	MDTA	Job Corps	WTP/NYC	H.S/Other	Full Time	in Counseling	Improvement	and Other
Boston	12	8	1	7			2	0	0	2
Burlington	23	3	1	1		1	5	4	7	4
Camden	33	10	3	5		2	7	7	5	4
Dallas	21	9	2	1	5	1	2	8	0	2
Denver	26	6		5	1		7	7	1	5
Hempstead	17	13	2	10		1	1	3	0	0
Jersey City	12	3	1		1	1	5	3	1	0
Manhattan	31	11		7	3	1	9	3	5	3
Miami	20	7	4			3	6	3	3	1
Omaha	17	8	5		1	2	3	1	3	2
Scranton (1)	18	4		1	1	2	5	5	2	2
Scranton (2)	8	1			1		3	1	3	0
Winston-Salem	16	0					4	5	2	5
Totals	254	83	19	37	13	14	59	50	32	30
Percentage		.33	.08	.15	.05	.05	.23	.20	.12	.12
Typical class of	20	7	2	3	1	1	5	4	2	2

2. The 1967 program demonstrated some differences in the ability of counselors to relate to poverty youth. This difference is primarily a personality difference, although counselors with training in group dynamics were less directive and more skilled in their approach to group problems. These differences are not based on race. Some of the best group sessions with Negro youth were conducted by white counselors, and some of the poorer sessions were conducted by Negro counselors. And the reverse of this statement is equally true. Trainee attitude toward counselors is probably best expressed by the youth who listened to a Negro speaker and later commented to his counselor, "He knows what life in the ghetto is like, but he don't care. You don't know, but you care."

3. One of the objectives of the demonstration program was the development of techniques and materials which could be utilized by the employment service and which would result in a smooth transition from a demonstration to an ongoing work orientation program. Efforts of the task force to provide this transition have resulted in the development of a Counselor's Handbook which is attached as a supplement to this report.

4. TIDE programs and techniques have already worked their way into various related federal, State, and local work orientation programs including those of HRD Pilot Centers, CEP, WIN and CITE. In many instances, although ES counselors have contributed to the program development, the training itself is shorter and not given by the employment service. It is hoped that Counselor's Handbook will assist in the development of more meaningful orientation programs regardless of who gives the training.

SUMMARY IN EACH YOC

The following is a summary of TIDE demonstration projects as conducted in each of the 32 Youth Opportunity Centers during 1967. If the city participated in the 1966 experiment, this project is also summarized.

Atlanta, Georgia

The Atlanta Youth Opportunity Center has held four TIDE programs - two each in the summers of 1966 and 1967.

Each of the TIDE programs in 1966 was composed of twenty-five trainees who met 30 hours a week (6 hours a day, 5 days per week) for a period of four weeks. Phase I in 1966 was composed of twenty-one females (16 Negroes, 5 whites) and 4 males (Negroes).

Both 1966 sessions were conducted in a large conference room in the Youth Opportunity Center. In both phases the week was broken down into Subject Days - Personal Day, Social Problems Day, and Government Day. Sessions such as personal hygiene and grooming, how to walk, sit, stand were on Personal Day. Job interviewing and application completion on Job Day, etc. Although each day was in a sense complete in itself each day built upon the previous and each week on the preceding. The projects were considered successes as they resulted in increased employment, trust, motivation, and progress among the group members. Several of these trainees revisited the YOC subsequently and their change was amazing. How much this can be directly attributed to their experience in TIDE is, of course, unknown. The important factor is that they were more capable of improving their lives through gainful employment.

The 1967 TIDE project allowed more time for planning and was planned more effectively. It included more beneficial activities than did the 1966 program. Considerable flexibility was still retained. The shortened hours and smaller group also increased group attentiveness and cohesion. Phase I was composed of 15 Negro girls and Phase II, three. As a result of administrative decision, both phases were conducted 5 hrs a day, four days per week for a period of four weeks so no comparison can be made on this basis. Results are shown in Tables 2 and 3.

In Phase II some improvements were made by eliminating poorer speakers, developing specific resource material such as application completion booklets, job lists, tip sheets, and other hand-out material. More time for group counseling and interaction was also allowed.

Thirty days after the end of each phase followup showed that of the 30 enrollees 14 were in or awaiting training; 10 were employed full time; and 9 were still receiving ES services. Among those still receiving ES services 4 were placed on jobs or training shortly after the 30-day followup.

TIDE is viewed as a definite asset to the Atlanta Youth Opportunity Center. It incorporates needed methods of group guidance and counseling with necessary trainee renumeration. The program would have definite value as an ongoing project.

Boston, Massachusetts

Boston also participated in both the 1966 and 1967 projects. The 1966 project was held in the Cambridge YOC. Three sessions were conducted, the first two for girls, the third for boys. Because the program was late in starting, results were reported only for the first session. Of the 7 girls who completed this session 6 were placed as Clerk-Typists. Five of these 6 were school dropouts, the sixth graduated from a Southern school, but had a low level of achievement. All 6 had records of failure and were virtually unemployable prior to the guidance sessions.

The following is abstracted from the 1966 report: "We feel that TIDE offered the most in terms of restoration of human beings for a small investment. The problem young people have getting jobs is more a question of acceptable attitudes than of skills. Employers are generally receptive to a youth who completes a neat application and gives a good impression in a job interview. The youth who has confidence and an adequate image of self will provide this impression. We recommend continuance of the program. We see greater involvement of industry and the community in such a venture."

The 1967 project was held in the Jamaica Plain YOC. The YOC undertook phases I and II B with good results as indicated in tables 2, 3, 6, and 7. Although groups were somewhat younger than average, criteria for selection limited the individual enrollees to high school dropouts, out of school long enough to realize they had a problem, and undecided as to what to do next. Groups were mixed with respect to race and sex.

The following condensation of a letter received by the counselor from one of the enrollees at time of follow up describes the program perhaps better than a wordy report would:

"The TIDE program was one of the most interesting things I had ever participated in. And it did help me a great deal. When I first came their I was undecided about just what I wanted to do. Frankly I was ready to quit school (she had left in May). In school I never got to know many people and I had very few friends. While going to TIDE it made me realize that their were other people who did have similar problems as I had. I had always been self conscience about my speech (a stammer). The other teenagers in my group didn't laugh as I thought they would. By they doing this I came to understand myself and people better. Another aspec of the program that in the beginning surprised me were the counselors. I guess I had always had the feeling the adults more or less passed judgements on teenagers. I was wrong for I became friends with all of them. They taught me that I would and only I could pass judgement on myself. They made me know that adults were people and would help them if you would only let them. I especially loved working with the group. They were wonderful. We talked to each other freely. The reason we got along so great was because we had an understanding. I told them all not to be afraid to mention the word Negro or I the world white. It really worked. There was no tenseness every time the word race was mentioned. Another thing was we all had problems and we all had respect and compasion for each one's problem. We even got to the point where we could talk to each other about them. As for the counselors being capable and skilled, they were more than that. All of them had a special quality. Even the counselors that weren't involved in the program tried to help and did. Thanks to them I am back in school. I think I made the Honor Roll despite my being absent because of sickness. It would be a shame if their work couldn't continue. They can have the power to help hundreds of people like me."

Buffalo, New York

Two TIDE groups were conducted in Buffalo in 1966, one for 22 girls, the other for 14 boys. Following the program the report for the girls showed: 3 placed in jobs, 1 in MDTA and 13 referred and waiting, 1 in WELD, 1 in NYC, 1 awaiting Job Corps, 2 returned to school. Also 7 attending evening school. For the boys the report shows 4 placed in jobs, 7 in MDTA, 1 awaiting Job Corps, 1 injured in auto accident, and 1 still seeking employment.

The TIDE counselors in Buffalo extended their group counseling activities after TIDE to Neighborhood Youth Corps groups and to weekly sessions with MDTA trainees, with encouragement from local school officials.

Comments on the program, from notes made during a personal visit, were: "It was a good holding technique." "There were very few dropouts." "TIDE kids are looser and friendlier on YOC visits."

In 1967 the TIDE program consisted of a 20-hour group and a 30-hour group with good results as indicated in Tables 2, 3, 4, and 5. Both sessions employed group counseling in an unstructured small-group situation. Groups were mixed by sex and race. Since Buffalo, being a border city, has a narcotics problem, more emphasis than usual was placed on this subject.

Burlington, Vermont

The YOC at Burlington had one TIDE project during 1966, a class of 25 - 19 males and 6 females. Ten of these were replacements for dropouts who attended only one or two sessions. Seven additional dropouts occurred during the four week program.

In addition to referrals from counselor's case loads, 6 parolees were referred by the Probation and Parole Department. Enrollees were quite successful in developing group cohesiveness in spite of changes in the group composition. It was felt that the project helped these youth to become more employable and 8 of them realized the value of formal education and returned to high school.

A followup report made 60 days after the project ended showed 8 in high school, 10 working, 2 in NYC, 1 in Job Corps, 1 unemployed and seeking work, and 3 incarcerated or returned to the detention home.

The first of the two projects in 1967 started with 15 enrollees. Three were later added to replace dropouts and 13 completed the sessions. Enrollees were selected by the project director from lists of counselees who had not been able to get or keep a job. The labor market in this area was good, and most employable persons could be placed. A program of tours, speakers and films was planned. This was changed when desirable to fit with topics that emerged in group discussions. The group made acceptable progress in communication skills, learned about jobs for which they could prepare themselves, and learned how to apply for a job. In the group counseling sessions many of them came to understand themselves better. Results are shown in Tables 2 and 3.

The second phase of the project was the 10-hour per week phase which met with difficulties. The 2 hours per day was not as attractive to prospective enrollees and the labor market was such that anyone interested could find at least temporary employment. Twenty-two boys and 1 girl attended one or more sessions but the irregular attendance and turn-over hindered continuity in the program. There was little possibility of developing enough cohesiveness to make group counseling a part of the program. This group was far more disadvantaged than Phase I. Eleven boys were known to have criminal records and there may have been others.

Of the 23 who were accepted only 9 were reported as having completed the sessions. Their average attendance was 16 of the 30 sessions.

It was difficult to assess the value of this project. While there seemed to be some positive results, it cannot be determined whether they were a result of the TIDE project. Noticeable changes in motivation and attitude appeared with 7 of the 9 completers. Followup 30 days after the end of the 6 week session found 3 of the 9 in jobs. One of these was planning to apply for Job Corps. Two were attending training, one with MDTA and one with Job Corps. Of the other 4, one had been referred to Vocational Rehabilitation and 3 were still unemployed. (See Tables 6 and 7.)

Camden, New Jersey

Camden conducted one TIDE class in 1966, which was approved late and served principally as an experiment. It was considered to be a success, and the YOC was eager to participate in the 1967 demonstration. In the 1966 program several enrollees were motivated to enroll in evening school for their GED, one high school graduate entered college although he had not previously planned to do so. One went into MDTA, one in NYC, four got jobs, and several applied for the Job Corps.

The 1967 program provided 20-hour and 10-hour sessions, with results as indicated in Tables 2, 3, 6, and 7. Groups were mixed by sex and race, with Puerto Ricans being well represented. The fact that Phase I met 5 hours per day, 4 days per week, was credited as improving group cohesiveness by reason of the longer daily sessions, although the 3-day week-end was a negative factor. The luncheon break, with some eating in the conference rooms and some eating out, improved group interaction and resulted in a marked change in one loner, who was gradually brought into the group and eventually went into an MDTA drafting course. Another enrollee returned to a plant visited the previous day, announced, "It looks as tho you need help here," and got his job.

The 10-hour program, in comparison with the 20-hour program, was not so successful. Recruitment for the 10-hour $10.00 program was difficult, and the group which was finally enrolled consisted of a number of both mentally retarded and high school graduates. This, combined with the shorter hours and larger group size made group interaction difficult. Counselors recommend smaller groups, homogeneity with respect to maturity not age, mixed racially and by sex with discussions of problems affecting both, a 5 to 6 hour day with luncheon break, and group counseling.

Chicago, Illinois

In 1966, three TIDE groups were held in Chicago. The programs included tours, speakers, films, and discussion groups, directed toward increasing the trainee's understanding of himself, knowledge of his community, and how to get and hold jobs. In addition several sessions were devoted to English grammar and mathematics. To make these meaningful, they were geared to situations pertinent to the everyday life of enrollees.

Selection of enrollees for Phase I of the 1967 TIDE programs occurred in midsummer and produced many enrollees who had left high school in June and claimed they were not returning in September. They were largely an immature group, with 12 of the 15 under 18 years of age. Most had completed less than 10th grade. There were fairly equal numbers of Negroes and Caucasions. This group met 4 hours a day from 10-12 and from 1-3, 5 days each week for 4 weeks. Results are shown in Tables 2 and 3.

The Phase II 30-hour group met 6 hours each day from 8:30 to 3:15. 14 enrollees were included (5 males and 9 females) all Negroes except one.

Theme of both programs was "It's your choice" and included employment orientation using guest consultants on such subjects as personal hygiene and grooming and making job applications; problems of personal behavior and attitudes, and basic education, reading, arithmetic, and oral and written communication.

In comparison, Phase II being longer presented a greater challenge to project counselors. The class was also more difficult to fill because of openings in other fall programs. Class quotas were finally met with a very heterogeneous group, with a wide range of aptitudes, and a variety of problems in personal adjustment. Group counseling sessions were increased for Phase II, held twice a week, two hours each session, with two YOC experienced counselors assisting. Programmed self-help work book materials in education and testing were also provided. A total of 17 films, ranging in subject matter from getting a job, hygiene, importance of education, motivation toward Job Corps and MDTA training, and personal behavior and attitudes, were shown. Field trips included observation of typical jobs and training facilities. The referral goal for Phase II was primarily further training. All but one of the 13 completers had been suitably placed by the end of the project, in training or in work-training programs. Results are in Tables 4 and 5.

As a result of their experience, the counselors recommended that all YOC counselors should become involved in the program to improve selection and other supportive services. Clerical assistance is required to make

out payroll, pick up checks, and handle typing, films, and memographing. Audio-visual materials and tape recorder should be available at all times. Adequate space should be provided. The project should be set up on a continuing basis so a person could be accepted immediately. In special cases, if indicated, a person might be continued beyond four weeks.

Cincinnati, Ohio

Cincinnati was not in the 1966 TIDE program. In 1967 the program was undertaken with the primary purpose of making it a pre-orientation program for MDTA training.

Enrollees in Phase I which met 5 hours per day, 5 days per week had been preselected for specific MDTA courses. Upon completion of the program, 13 of 16 enrollees went into MDTA. Training slots were not available for 3 alternate selectees and they were placed in jobs. Because of the special nature of the program, results are not included in Tables 2 and 3.

Phase II of the program was similarly conceived, but training slots were not available for more than 6 of the 15 enrollees, which created some disappointment. The group met 3 hours per day, 5 days per week, for 4 weeks. Results are not included in Tables 6 and 7 because of the special character of the program. Of the 15 enrollees 6 were placed in MDTA, 1 in a job, and the remaining 6 continued with ES services pending subsequent MDTA openings or jobs.

In operating both Phase I and II, TIDE guidelines were followed. Field trips and discussions were directed primarily to the types of MDTA training programmed. Some problems were encountered with the first group because TIDE was not the kind of MDTA training they had expected. Better orientation was provided for the second group with more favorable results.

In evaluating the program, the local office felt that, although its goal of 100% enrollment of a disadvantaged group in MDTA was not realized, the program was highly successful and to those participating the program yielded positive results. A followup in January of the September and October groups showed that of 31 TIDE participants, 16 were currently enrolled in MDTA, 12 were employed, 1 was in the armed forces, and the other 2 had fallen by the wayside.

Dallas, Texas

There was no TIDE project in Dallas in 1966. The first one in 1967 started with 16 enrollees, 13 of whom completed the program

(3 males and 10 females). 12 of the 16 were Negroes, the other 4 Caucasian, Indian, and Latin American. They were selected by the project counselor from 23 referred by the YOC counselors. All of them qualified as disadvantaged and had no plans to return to school or to other training courses.

Each of the 4 weeks in Phase I had a definite aim: The first was concerned with a survey of the world of work, the second, self-exploration and evaluation, the third, getting and holding a job, and the last, a review and re-evaluation of themselves. Speakers, films, and tours which were pertinent to the topic of the week were programmed. The group participated in formulating rules of conduct.

Enrollees improved in their ability to relate to other, became more observant of courtesy to each other, worked hard to overcome shyness, became much less defensive, and improved their language skills. Contacts with their individual counselors were continued during the project, and a follow-up report made 30 days later of the 13 who completed the sessions showed 5 were planning on Job Corps, 4 were planning on NYC, and 2 decided to return to regular high school courses. Two were ill. See Tables 2 and 3.

Phase II was a part-time program meeting from 9 to 11 each day for a 6-week period. The same method of selection of trainees was followed as with the first, but it was more difficult to reach the desired 20 enrollees for which the project was funded. Enrollees who dropped out during the first 3 weeks were replaced. There was less interest in enrolling for the shorter hours and smaller allowance. As a group, they were less disadvantaged and had a higher educational level. The program was more academic, with more note-taking, which was not possible with the first group as some of those enrollees could not write.

This group was slower in developing group identity and never reached the cohesiveness of the first. In addition to the shorter hours, and the larger size of the group, there were several small groups who were acquainted with each other before they became members of the larger group. The program was primarily information giving. Group discussions were much more impersonal.

Of the 21 enrollees in this group there were only 2 males; 17 were Negroes; 15 completed the program. Nine of the 21 were in or planning on further training at the time of the 30-day follow up. Two were employed and the cards of 8 were still in the active file at the ES. One withdrew from the labor market, and one was "unknown."

Project counselors would like to see TIDE as a continuing program at the YOC. They feel that if the other counselors were more involved in the project, there would be no difficulty in enrolling full groups. They would like to try the shorter Phase II program again as the hours seemed to be too long in Phase I's 20 hour program. Characteristics and results of Phase II are included in Tables 6 and 7.

Denver, Colorado

Denver did not participate in the 1966 program. In 1967 Phases I (20-hours) and II B (10-hours) were selected. Characteristics of the groups and results of the training are included in Tables 2, 3, 6, and 7. Results of the training from the point of view of the YOC, the participants, and the outcome indicate a successful program.

Both phases of the program reflected the influence of the New Start project previously conducted in Denver for juvenile delinquents. In Phase I, 10 of the 16 enrollees had police records. In Phase II 13 of the 26 enrollees were so identified. The program was operated by a full-time director, a half-time counselor, a VISTA volunteer furnished by the Denver County Court, and a full-time Group Leader.

Phase II of the program preceded Phase I. In addition to the 26 enrollees, six of whom were replacements for dropouts, 5 NYC youth audited the course. This necessitated dividing the class into smaller groups for discussion periods and counseling. Enrollees were more responsive and their comments more relevant in the small group settings than in large group discussions. The most noticeable change was in the area of enrollee's ability to relate to one another and to staff members. Oral communication was stressed in preference to writing or other activities. The groups did serve as a reality testing ground and were responsible for changes in attitudes and opinions. Groups supported or censured members without undue stress or alienation. More confidence and motivation resulted from role playing in the area of job interviews. There were a few cases of acting and attention getting, but none severe enough for reprimand; discipline problems were all but non-existent.

Phase I profitted from Phase II experiences and provided opportunity for more intensive work with smaller groups. The Iowa Test of Educational Development was used for the purpose of determining the feasibility of planning for a GED. The ITED proved to be a most relevant and interesting activity for this purpose. Open and free exchange of attitudes and ideas between enrollees and the staff was initiated early. It was emphasized that the success or failure of the program rested with the enrollees. Enrollees accepted this responsibility and felt that it was "their" program, which helped to explain the lack of disciplinary problems, the low rate of absenteeism, and the fact that there was only one dropout.

In comparison, the 20-hour Phase I program seemed to provide more personal involvement than the 10-hour Phase II. Attendance was

better, possibly because of the greater financial incentive. Individual enrollee reports indicate considerable success in changing attitudes and developing motivation, which is supported by the statistics in Table 3.

East St. Louis, Mo.

The first experience with TIDE in East St. Louis was in 1967. They started with the full-time 30-hour program, 6 hrs. a day for 4 weeks, and followed with a 20-hour program, 4 hrs. a day for 4 weeks.

The basic objective of the program was to develop a positive self-image and to break the negative dependency relationship with respect to constituted authority.

The project started with an all Negro group; 2 Caucasian males joined later. The two counselors in charge were Caucasians. A male Negro community worker assigned to the YOC by the EOC was assigned temporarily to the project to serve as a balance. The counselors acted as participants rather than as leaders of the group. Although they had developed tentative plans for the project, it was left to the enrollees to plan their own program. In every session time was allowed for enrollees to assess both the material and themselves and to discuss additional areas they wished to explore. After a few days, the group dynamics techniques became very effective and the group as a whole showed very good progress. Even the shy and unsure members of the group eventually were encouraged to participate. There were definite changes in attitudes within the group and they gained a more realistic understanding of the local labor market and the value of formal education, acutely important in this area where unemployment is high (6%). All but three of the group took steps to further their education.

In all, 15 enrollees were assigned to the project by YOC counselors - 8 males and 7 females. The females were more mature and more verbal than the males. Three enrollees, all males dropped out of the group. One male proved to be mentally retarded, and his behavior was disruptive to the group. Had he not been a member, the other males would have shown more progress. Of the drop outs, one entered NYC, another found employment and the third returned to high school. Twelve completed the project, of these 7 signed up for MDTA and 3 for Job Corps. One moved out of the area and one returned to regular school.

The second group which met for 4 hrs a day proved to be quite different from the first. All were school dropouts. They were younger and less

mature. Of the 16, 12 were under 18 years of age. Individual self-control and self-discipline were weaker, and the elected officers were not very effective. Four were found to be virtually illiterate. Ten (5 males and 5 females) were Negroes and 6 Caucasians (3 males and 3 females).

The counselors intended to use the non-directive approach as they had with the first group, expecting the group to control behavior and discipline as well as plan their own program. However, the enrollees because of their youth, lack of work experience, and lack of self-reliance seemed to rely more on the authority of the counselors. The group seemed incapable of working together and developed little group identity, and the counselors were forced to assume a greater role than they desired. The enrollees had little ability to analyze their own situations or to think in terms of realistic long-range goals, so the program was geared primarily toward labor market information, training and education opportunities, how to complete a job application, how to conduct themselves during an interview, and what is expected of an employee. All group members showed improvement during role playing, gaining confidence when interviews were repeated.

Fifteen of the 16 enrollees completed the project. The one who dropped out later attended night school. Nine were in or awaiting further school or skill training, 2 were working full time, 1 showed no discernable improvement, and the YOC was still giving services to one; three withdrew from the labor market.

Regular individual counseling was continued during the program with each enrollee's regular counselor. The plan was to have one interview each week. This was self-directed with the first group, but the second had to be reminded and some of them did not respond.

The statistics in Table 2, 3, 6, and 7, which are good, do not really describe the success of this program, which met in an abandoned bank building, during a hot summer month, when racial feelings were high, and successfully discussed their problems and future plans.

Hempstead, New York

The Hempstead YOC's first experience with TIDE was in 1967, when Phases I and IIB were conducted. The fact that the YOC draws from a large area of Long Island, with inadequate north-south transportation, proved somewhat of a problem, but this was met by other YOC counselors who shared their cars with enrollees and thus became more involved with the program than they otherwise would have.

Partly because of the transportation problem, both phases of the program met for five hours per day, with Phase I meeting four days a week, and Phase II three days a week. Phase I was an all-girl group of 17. Phase II included 4 boys. Both programs appear to have been used to a large extent as a holding program for Job Corps selectees, although TIDE guidelines were followed to give a broader work orientation approach.

The following is abstracted from the YOC report: "Considering the degree of deprivation evident among the group, much was accomplished. The used clothing donated by YOC staff and by the PSI Delta Sorority transformed the appearance of the group almost overnight. Grooming and appearance of the group improved steadily. Improvement in communication and changes in attitudes became apparent. Girls who were shy and uncommunicative emerged as leaders in discussions. They expressed a genuine interest in each other and a concern for each other's problems. The program provided exploration of horizons far beyond prior knowledge and opened avenues not previously explored. The program was beneficial not only to the disadvantaged youth but to YOC staff. A program such as TIDE provides an opportunity for counseling staff to get to understand the problems of disadvantaged youngsters. So much it seems can be accomplished through the interaction of group discussions as opposed to a face-to-face counseling interview."

Individual reports on enrollees and the statistics in Tables 2, 3, 6, and 7 support the overall YOC appraisal.

Indianapolis, Indiana

One TIDE group, made up of 24 enrollees, was held in 1966. The group was mixed, including male and female, Negro and White. Selection criteria were based on one or more of the following: (1) h.s. drop-out, (2) unwed mother, (3) unrealistic vocational goal, (4) poor appearance, attitude, overweight, somewhat retarded, etc. The YOC counselor, following the training, felt that significant vocational goals were developed for most of the class and that all enrollees benefited from the TIDE experience. A follow-up study of this group made five months later showed that of the 15 who started in training programs 10 were still attending classes (MDTA-4, NYC-5, on his own-1) one had completed training, and 4 had dropped out. Two returned to school (1-days, 1-evenings) and 5 were working. Three were looking for work and one had withdrawn from the labor market.

The first group in 1967 met 20 hours per week. It included 15 enrollees, 2 males and 13 females. The second group (5 males, 10 females) met 30 hours, 6 hours a day for 5 days each week. About 70% of the two groups were Negroes. Referrals to each group were made by counselors and youth advisors from counseling case loads, from file search, and from walk-in

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traffic selected on the basis of the guidelines. The large proportion of females reflects the prepondence of females unemployed in this area. The first group included several women with small children who had home duties. This accounted, at least in part, for their more irregular attendance.

Both programs were similar in content. Their purpose was "to help enrollees obtain and hold better jobs than those for which they were then qualified." Information was given through speakers, tours of local industries, government offices, training facilities, cultural centers, and a few films. A great deal of time was spent in group discussions. These covered a wide range of topics which tended to improve self-understanding, social adjustment, and attitudes, as well as choosing, preparing for, and holding suitable jobs.

On the follow-up made 30 days after the sessions had been completed it was found that of the 26 who had completed the classes 22 had entered or were waiting to begin training: MDTA (7), Job Corps (8), returned to regular school (7). Five were employed (2 dropped out of this group for this reason), 1 was still receiving ES services. One had moved from the area and 1 had withdrawn from the labor market. Only 1 enrollee dropped out because of lack of interest. This was a 17 year old, 11th grade dropout who had had no work experience and who attended only 5 sessions.

The counselors who headed these projects recommend the continuation of the TIDE program as an ongoing YOC activity. They believe the shorter hours of Phase I were more effective than the 6-hour day of Phase II. Enrollees' attention spans are short, and they become tired, and lose interest. In addition there was little time for the project counselor to plan or to adjust plans, in preparation for the following day's program, or to keep reports up to date. Adequate space is a necessity. These programs were held in one room, the walls of which did not reach the ceiling. This meant the group had to be quiet even during rest or lunch periods so as not to disturb the office staff.

Class characteristics and results are shown in Tables 2, 3, 4, and 5.

Jamaica, New York

The Jamaica YOC participated in the 1966 TIDE program and felt that its greatest benefit was in the upgrading of communication skills through group discussion. Shy and diffident manners were replaced by confidence in expressing an idea. This opening-up process resulted in a more realistic attitude toward self and employment. Although

1966 reports were required on a specific date which was usually immediately after completion of training, the Jamaica report was requested while 14 were still in training. Of the other 7, 2 had returned to school, 2 were in NYC, 1 in MDTA, 1 had a job, and 1 was in a Work Evaluation Project. There was a conviction that both counselors and the counseling process had benefited from the group experience.

The 1967 program undertook Phase I and the longer Phase IIA, operating on a 25-hour per week schedule. Both programs had successful outcomes as indicated in Tables 2, 3, 4, and 5. A relatively large number in both groups had police records. Both groups were mixed by sex and race, with Puerto Ricans well represented. The following quotes were submitted as indicative of individual attitudes: "Marriage is a big step-having babies is natural." "Birth control is a woman's problem." "Everybody smokes pot and it doesn't cause brain damage." "Schools don't teach about life." "Drinking makes me happy, for now." "The only thing I love more than me is money." "Black people with money are white."

The complete report of this Center's program is well worth reading, but space permits only the following counselor's reaction, "Working with a group of TIDE enrollees, one is always aware of being in the presence of incredible vitality. Perhaps because the agile minds of these young people have not been stretched academically and disciplined by the processes by which most people are taught to reason coherently, they react immediately and honestly to the situations confronting them. To disseminate, to be polite for the sake of harmony, to be facile and agreeable-as most of us try to be-seems the peak of dishonesty to them."

Jersey City, New Jersey

The Jersey City YOC had no experience with the TIDE project in 1966. In 1967 two classes were conducted. The first was held 5 hrs a day 5 days a week for 4 weeks. Eight girls and 4 boys (5 Negroes, 2 Puerto Ricans and 5 Caucasians) were enrolled. These youth had been unemployed for some time and showed no interest in pursuing a meaningful vocational goal.

Efforts were made to have the curriculum evolved by the group members. While the project counselor tried unobtrusively to keep it within certain limits, the method used was definitely nondirective, unstructured and permissive. The group chose the tours they wished to make. Films were directed toward topics in which they expressed interest. No speakers were used.

The project counselor was trained in group counseling and he regards the use of group techniques as the primary reason for the progress made by the group. The group quickly became very cohesive and by the end

of the sessions had developed individual growth. Group counseling sessions often lasted 3 hours, sometimes more, and many topics were discussed-absenteeism, proper attire, social isolation, sex, drugs, religion and family relationships. Enrollees became more skilled in communications, better motivated, more realistic in their approach to employment. They learned the importance of personal adjustment to social and vocational demands. They became more skilled in dealing with personal problems and gained self-confidence in planning for a vocation and in job seeking. The follow-up report showed that only one enrollee dropped out. Four found full-time employment, 4 planned to continue training under MDTA. Three were still being helped by the ES and one had been referred to Division of Vocational Rehabilitation to arrange for psychiatric treatment.

The second group Phase IIB, was headed by a different counselor. It was a part-time program, 2 hrs a day, 5 days a week. There was less interest in joining this group because of the short hours and consequently low weekly pay check. The project started with 9, 3 more enrolled later, and 5 dropped out. The changes in group members and the greater absenteeism made group cohesion difficult to achieve. The program was directed more toward orientation to employment, with tours and films providing information which become topics for group discussions. Enrollees became more knowledgeable about jobs, and their requirements, more realistic about their own abilities and more resourceful in preparing for and seeking work. As a result of these projects, the staff felt that weekly hours should not be less than 15, and the stipend not less than $20.00 a week, and finally that project counselors should have group counseling training.

Characteristics and results of both groups are shown in Tables 2, 3, 6 and 7.

Manhattan, New York

The Manhattan YOC participated in the 1966 TIDE program, using TIDE primarily as a holding technique and rotating individuals into group sessions and out as referral opportunities developed. Fortunately a sufficient number of "regulars" was retained to keep discussions going, and even to produce a play portraying a day in the life of one of their group. The YOC was highly enthusiastic about the program and its results.

In 1967 the YOC undertook Phases I and IIB (operating on a 15-hour per week schedule). A preference was expressed for the longer program, with a 5-hour 5-day week suggested. Both programs were considered successful and the statistics in Tables 2, 3, 6 and 7 support this view.

Counselors conducting Phase I and Phase II highlight the problem of coordination of orientation training and vocational training. Many orientation trainees are motivated to want additional vocational training. Vocational education slots, if not available, dissipate much of the interest that has been developed. Stop gap jobs will help, but available opportunities for further vocational training require full investigation. Counselors commented as follows:

"The benefits of having a group of young people, interacting among themselves, was seen as being a tremendous experience. It is not difficult, even within twenty days, to see basic changes in behavior and attitude. Group members who began to realize these benefits expressed sorrow at the termination of the group. They must have really felt that something was happening and they must have liked it...Everyone in the group was unhappy that TIDE was over. Those who were already signed up for training programs were looking forward to them. Many of the others, though, asked, "Well, what's next?" They were looking for something to do now. After four weeks of concentrated activity, group discussions, and meeting people, they just didn't want to stay home anymore. They wanted to remain busy. They seemed motivated to <u>want</u> to do something. After TIDE is over and motivation is high, will the training programs that now interest them be available?"

<u>Miami, Florida</u>

Miami's experience with TIDE began in 1967 when they participated in Phase I and Phase IIB. Phase II met for four hours in the afternoon Tuesday thru Thursday for six weeks. There were sixteen and twenty enrollees respectively. The time schedule for Phase I was more satisfactory than Phase II which provided too much time between meetings - Friday thru Monday - hindering development of cohesion of the group. It was difficult, too, to enroll trainees, especially males, for Phase II. They felt $10.00 a week was not enough to compensate for 6 more weeks of unemployment. The time schedule of Phase II accounted for the poorer attendance recorded for this Phase. Enrollees were mixed racially (11 Negroes, 4 Whites in Phase I and 14 Negroes, 5 Whites and 1 Spanish descent in Phase II). By sex there were 13 males and 23 females. The mixture by sex is representative of office files.

Program activities were many. An attempt was made to enhance the self concept of each enrollee through group counseling. Exposure to the community and its services was done through field trips and guest speakers. The ultimate goal was increased employability.

The co-counselors directing TIDE felt that the group counseling was the most important part of the program. Trainees were split into two groups for this purpose. Counseling sessions were held three days a week for

the last hour or hour and a half of the day. The trainees functioned well in the unstructured situation. They adhered to confidentiality and made significant decisions that will have far reaching effects. Changes in attitude for the Phase I group were more significant in the opinion of the counselors. This is probably due to the fact that this group met five times a week instead of three.

Field trips were planned so that enrollees would be exposed to potential employers or training facilities for them. As an example, one trip was made to the luxurious Fontainebleau Hotel. This hotel employs nearly one thousand people, from clerical and service personnel to administrato There are many entry jobs for which TIDE enrollees qualified, so as part of the tour, the personnel manager gave each person an application for employment. One TIDE enrollee is now working as a file clerk.

Other activities included guest speakers, movies, group discussions, rol playing, oral expression sessions, testing, typing, practice vocabulary building, and books that enrollees took home with them.

The YOC proficiency testing room was available to all enrollees who wanted to practice for a half-hour before TIDE sessions began. So many took advantage of this opportunity that there weren't enough typewriters or practice books to go around. Practice typing books were borrowed from the public library.

The followup thirty days after the end of each program showed that of the 36 enrollees in the two phases, 8 were working, 14 were in skill training or were continuing with their schooling. The rest were continuing to work with the YOC. There were 3 enrollees who did not seem to gain from the project and who after their TIDE experience, had no further contact with the YOC.

As a result of the TIDE program the USES is now involved in the Vestibul Training Program sponsored by the Equal Employment Opportunity Task Forc This is a combined effort on the part of business, the school system, Florida State Employment Service, and the Equal Opportunity Program, Inc It embraces many of the objectives and techniques of TIDE and is directe toward increased employability training rather than skill training.

The project counselors believe TIDE is a dynamic program that should be continued. The program was well received by the community. It was mentioned twice in television editorials and several social service organizations contacted the YOC in order to place their clients in the program. Characteristics and results are shown in Tables 2, 3, 6 and 7

Milwaukee, Wisconsin

Milwaukee's first experience with TIDE was in 1967 when the 20-hour (Phase I) and 30-hour (IIA) programs were tried. Statistics in Tables 2, 3, 4 and 5 indicate success with both groups, particularly in the job placement area. Both groups were mixed, racially and by sex. Reports for both phases were among the most complete received.

Milwaukee's was the only program reporting an attempt to measure changes in enrollee attitudes, using a test and Self-Attitude Scale developed by the Jewish Vocational Service. Some improvement in employability attitudes was recorded, but without further information on scoring and interpretation, it is difficult to assess results accurately.

The State of Wisconsin began its CITE program (Community Involvement Toward Employability) immediately following the Phase I TIDE program, and the TIDE counselor was actively involved in the development of orientation phases of this program.

One other interesting aspect of the TIDE program in Milwaukee should be mentioned. Rioting and housing marches broke out in the city one week before Phase I classes began and continued throughout the program. Many of the enrollees were from areas directly involved in these march activities. This racially tense situation was discussed calmly by both mixed TIDE groups, and one boy voluntarily apologized to the Negroes in the group for his part in a demonstration the week before.

Newark, New Jersey

Newark participated in the 1966 TIDE program with one group of 19 youth, 12 of whom were awaiting Job Corps referral. The program reported good results as a holding technique and moderate success with the 7 needing counseling and employability training.

In 1967 the YOC participated in the 20-hour and 10-hour programs. Programs were designed primarily as employability training, and results in this area were outstanding, as indicated in Tables 2, 3, 4 and 5. The reason for including the Phase II 10-hour program with the 30-hour program statistics in Tables 4 and 5 is that, although the group started on a 5-hour, 2 day, basis, the group became so involved in its activities that they voluntarily increased their meetings from 2 to 3 and finally to 5 days per week.

Phase I of the Newark program stressed group counseling, apparently because of the counselor's interest and training. Numerous field

trips were also conducted, always with the idea of studying the jobs that were encountered. Reports of field trips were prepared by four girls who needed practice in typing. (Ed. Note. They needed practice in spelling, too). Details of counseling sessions are not reported, but reactions of enrollees to the program were uniformly good.

Phase II, as previously noted, started on a 5-hour, 2-day schedule. It emphasized role playing and became a theater-work-shop type of program. Several field trips were also planned, but it was apparently the role playing with which the group got so involved that they voluntarily extended their hours per week. The following quotes are taken from the report of the last day's session.

"By popular request the trainees had a final group counseling session. In the session the group discussion centered around the theme of 'what next?' Included was a discussion of plans and expectations of individuals, possibilities for further education, achievements of individuals in the group, and final consideration of goals for the future. At lunch time the party began. The trainees had music, danced, had a skit, and a buffet. The party proved to be a happy one in spite of the fact that members would soon be leaving their friends. If one looked over the group, he might notice that the gold shirts, gold slacks and socks, eye shades, and black hats with half-inch brims, which had been the garb of four of the members for the first few weeks, had been replaced with clean working clothes that looked ready for a 'hard day's work.'"

Newport News, Virginia

Newport News conducted only one TIDE class. This was a Phase I 20-hour class. Phase II was conducted in Richmond. Characteristics of the group and results of the training are shown in Tables 2 and 3.

What the tabulated statistics do not show is that this TIDE group was composed largely of welfare recipients, some from families with long welfare histories. There were four unwed mothers in the group (with 6 children) and four married teenagers, including one couple. There was 1 draft rejectee (mental reasons). Thirteen of the 16 enrollees were non-white.

All things considered, the class was considered to be a success by the YOC. The report implies that, "class accomplishments far outweighed shortcomings. Improvements in appearance in some cases were simply amazing. The ability and desire to communicate effectively seemed to improve daily. There were also improvements in attitudes toward work, family, community servants, education, and themselves. A few of the members that had chips on their shoulders at the beginning of the class soon lost them. Attitudes toward employment changed with increased knowledge of the world of work."

Norfolk, Virginia

Norfolk did not participate in TIDE in 1966. Two phases of the project were conducted in 1967. Basic objectives of the curriculum were:

1. to stimulate self-exploration and evaluation.
2. to provide orientation to the world of work.

The curriculum was designed in such a way that group members would consider the following five questions in their evaluation of self:

1. Who am I?
2. What have I done?
3. What can I do?
4. Where am I going?

Referrals of enrollees were made by the counseling staff to the project counselor. The only limitations placed on the counselors in making their referrals were that the counselee not be mentally retarded nor display manifest signs of severe personality disorder. Meetings were held in the auditorium of the YOC which is a large soundproof room separate and apart from the rest of the Center. The basic purpose of TIDE was discussed, and the group was made aware that the schedule was very flexible and that they could participate in the planning activities. It was also explained that they could bring up for discussion anything they wished at any time and the discussions within the group were expected to be confidential.

The writing of an autobiography proved to be very effective in that it gave group members an opportunity to consider each of the aforementioned questions in relation to himself. Enrollees were asked on the first day of the program and on the last day of the program to write a composition or autobiography encompassing the above questions. Many changes in self concept, goals and aspirations were noted between the first papers and the last papers.

Activities included speakers from minority groups, labor unions, private businesses and industries, training centers and training programs (i.e. Job Corps, MDTA, NYC, Apprenticeship), credit establishments, armed services and community agencies such as the Public Health Department and Legal Aid Society. Field trips were made to businesses and industries, training centers, civic agencies, and historical points of interest in the local area. These provided first hand information which could not be obtained by simple classroom discussion. Good group discussions preceded and followed these activities. No specific time period was set aside for group counseling; it was used spontaneously when a suitable time and a suitable need arose.

Seven boys and eight girls, having an average age of 18 years, 2 months, and average education of 9 years were enrolled in Phase I. The distribution of enrollees with regard to race was 12 Negroes and 3 Caucasians. Fourteen members completed the 4-week program, one having dropped out after attending 2 sessions. The status of the 14 members 30 days after the close of the program was as follows:

5 awaiting or entered Job Corps
2 awaiting or entered NYC
3 returned to school full-time
3 employed full-time (also attending night school)
1 still receiving ES services

The same curriculum was used in Phase II as in Phase I with several additional activities to compensate for the expanded time period.

Seven Negro boys and 8 Negro girls with a mean age of 17 years 2 months and a mean education of 8 years 6 months constituted Phase II. Again, as in Phase I, 14 members completed the program, one member having become ill after attending 2 sessions. The following results were noted from a 30-day follow-up:

4 awaiting or entered Job Corps
1 awaiting or entered NYC
4 returned to school full-time
3 employed full-time (also attending night school)
1 still receiving ES services

Operating problems encountered in the two phases of TIDE were minimal. Both programs were outstanding with respect to group and community participation. Counselors felt that, although the 30-hour program was somewhat exhausting the 20-hour program usually exceeded its time limitations.

Omaha, Nebraska

Two TIDE groups were held in Omaha in 1966. The first included 23 girls, 20 of whom completed the project. Of these, 13 were waiting for assignment to MDTA and 3 to Job Corps before enrollment. Although some speakers and films were used to give information to the group, they responded best to group discussions. Peer leadership did not develop, perhaps because the group was too large. Discussions covered a wide range of topics, such as family living and social problems, personality, prejudices, and jobs.

Thirteen boys were enrolled in the 2nd group all of whom were either waiting assignment or had expressed interest in the Job Corps. This was a more disadvantaged group than the first one. Ten of the enrollees had records with the Juvenile Court. Four months after the end of the sessions it was found that of the 6 who had been accepted in the Job Corps, 5 had made good adjustments, the 6th was then considering dropping out. Two applications which were turned down earlier had been resubmitted. These two boys had been working on NYC in the interim. One boy failed to pass the mental criteria for Job Corps, was later dropped from NYC because of poor performance and the ES had lost contact with him. One enrollee returned to and was still attending high school.

In 1967 Phase I enrolled 17 girls. None of this group had vocational commitments to MDTA or Job Corps. Four dropped out. Two who left during the first week were replaced. The girls criticized the program as including too many films (37) and not enough time for discussions.

Thirty days after the end of the project, the followup showed that of the 13 girls who completed the project 7 were in or awaiting assignment to vocational training. Two were employed, two were still receiving ES services and one could not be reached for a report.

Phase II in 1967 was planned for boys, but because of the reduced training allowance became an all-girl group. The project began with 5 the first day, 12 more were enrolled, but only 10 stayed with it. Seven of the 17 were Negroes, 2 Indians, 1 Spanish descent, and 8 Caucasians.

The aim of the project was to increase employability and the program followed suggestions of the group. There was limited group interaction as the girls did not wish to discuss themselves or their personal problems. They were characterized by the project counselor as "non-talkers." The only topic introduced other than applying for a job was grooming. There was no role playing and a tape recorder was not used. The project was scheduled 2 hrs a day, 1 to 3 p.m. for 6 weeks. Thirty days after the project; it was reported that 5 of the 10 who completed the project were scheduled for or attending MDTA, 1 was in the NYC, 2 were receiving or awaiting services of DVR, and 1 was working. One was still being assisted by the ES. Tabulated results of both groups are found in Tables 2, 3, 6 and 7.

The project counselors found that the 20-hour week was more effective and recommended a smaller group - 10 for one counselor and 15 if two counselors were available. Special training in handling groups should be provided counselors.

Pittsburgh, Pennsylvania

The Pittsburgh YOC held two TIDE classes in 1966, which were outstanding both with respect to group participation and resulting job placements.

The 1967 program evolved largely from the previous year's experience. Pittsburgh was initially programmed for Phase I (20-hour) and IIB (10-hour) groups, but problems were anticipated with the 10-hour $10.00 program, so the State requested and was given permission to evaluate two 20-hour programs in Pittsburgh with two 10-hour programs in Scranton.

Both groups in Pittsburgh were made up of seriously disadvantaged youth. The second group, as indicated by Table 2, had a higher than normal percentage of high school graduates, but were characterized as "very apathetic and disinterested. Individual enrollee reports, including delinquency records, support this evaluation.

The following comments were also furnished: "Generally speaking, the classes had enormous impact and were profoundly significant for participants. There was a small percentage who showed little or no improvement, but for most the informal structure of a discussion group atmosphere and the non-competitive accepting climate was very effective. Accomplishments must be measured in intangibles as well as by such tangible evidence as remarkably improved grooming, enrollment in MDTA, academic programs, and some job placements. Less measurable were the subtle changes in personality - the new academic values, the increased self-confidence, the growth of stimulating and motivating thought."

Results in Table 3, as well as comments from individual enrollees support this evaluation.

Portland, Oregon

Thirty-three enrollees participated in one TIDE project held in 1966. They were all high school dropouts referred by YOC counselors. Sessions were held in a large conference room which could be divided into 3 rooms when desirable. The curriculum included speakers who presented various topics related to family, health, social and personality problems, the world of work, and training facilities. Each was followed by a discussion period. Twelve trainees found work while participating in the program. Of those who completed the program and were not waiting other training opportunities, 4 obtained employment, 4 had been referred to jobs with the decision still pending, and 2 had returned to school. It was recommended that the program be planned so that an individual could join the group at any time and leave whenever a training, job opportunity, or other situation made such action desirable.

In 1967 Phase I, the 20-hour session, was conducted and Phase II, the 30-hour program. Trainee characteristics are shown in Tables 2 and 4.

Both programs in Portland were more structured than many others. They were similar for the two groups and included speakers and films and tours to industrial plants and training facilities. The GATB was administered and the results interpreted by each individual's counselor. The same procedure was followed with the Interest Check List. As the program for Phase II was 2 hours longer than for Phase I, simplified high school material was added to assist enrollees to improve their communication skills.

There were two dropouts from Phase I and 10 from Phase II. The report made 30 days after the end of each group session indicated that 29 of the total 39 enrollees profitted from their experience in TIDE. Of these 29, 6 were planning to pursue further education or skill training. Twelve were working full time. Counselors at the YOC were still working with the remaining eleven to assist them to get started with suitable plans. Five had moved from the area or had withdrawn from the labor market. Results are tabulated in Tables 3 and 5.

The remedial education program in Phase II seems to have been at least partly responsible for the high dropout rate. Instructors felt that group inter-play and discussion was not as satisfactory as in Phase I. The increased "school room" activity may have been too much of a reminder of unpleasant experiences. "The most successful approach seems to be the group counseling situation. With the majority of enrollees, there needed to be a change in habits, attitude, and personality before much could be expected in the way of academic achievement or placement."

Providence, Rhode Island

Providence did not participate in the 1966 TIDE program. In 1967 the Youth Opportunity Center conducted Phase I (20 hours) and Phase IIA, the 30-hour program. Both phases recruited a predominate number of seriously disadvantaged young men with police records. (See tables 2 and 4). There were some ejections and some dropouts, particularly from the longer 30-hour program.

The group as a whole could easily have fitted into a "white hoodlum" category, although four of the first group were Negro and three of the second. Rhode Island correctional institutions contributed one boy for each class as a Work Therapy Project. Two others lived at the Childrens Center. Among the girls were victims of incest and one who got "stoned" every Friday. Two current narcotics users and two past users were included.

Comments from both counselors are so similar that they can be consolidated as follows: "The program accomplished all that was expected of it, and possibly more. There were evidences of changes in attitudes toward people and work, hostilities towards peers and authoritative figures lessened.

There developed an awareness, even an affection, from the realization that some grown-ups could be trusted and apparently could accept them. The 17-year-old boy from Phase I who found it difficult to relate to peers, attended Phase II, and those who had known him were amazed at his improvement in attitude and manners.

"Disciplinary problems were minor following the dismissal of three boys the first week. Two of these came back a part of every day. Their attitudes had changed and they were an asset to the group. One had obtained a job in a department store and the other had returned to school. Four weeks were definitely needed, since the group did not begin to really relate until the third and fourth weeks."

"A six-hour daily span is too lengthy, at least in the beginning. Project objectives could be accomplished without 'dragging things out' for 30 hours per week. Also, a larger, better ventilated room would be preferable, since these young people seem to have a penchant for smoking and the atmosphere quickly becomes dense with smoke."

Results, as indicated in Tables 3 and 5, were not as spectacular as in some cities, but for the type of youth involved the program must be considered successful.

Richmond, Virginia

Only one TIDE project was held in Richmond in 1967, this being the 30-hour Phase II class meeting 6 hrs. per day 5 days a week for 4 weeks (Phase I was held in Newport News). Community support for the project was excellent: A realtor supplied the 2 rooms where sessions were held, a microphone was donated by a sound system company, travel agencies supplied posters and a painting company gave large colored sheets of poster paper to decorate the walls of the rooms. Flowers were sent twice weekly by a local florist. Each time he sent one arrangement and some loose flowers for members of the group to arrange. A candy manufacturer gave a case of assorted candies.

Selection of prospective enrollees was made from current YOC counseling cases and intake. The group was mixed racially and by sex, with Negroes and females predominating.

The program was directed primarily toward improvement in employability. Program activities were divided into four phases: (1) Self-identity, (2) Community identity, which included city organization and citizenship, (3) Information about occupations, and (4) topics relating to choosing, preparing for, and applying for a job. Speakers, films, and tours as well as discussion groups and writing assignments were used as a means of gaining information, and helping individuals to formulate vocational plans.

This group was made up of 11 girls and 4 boys. All of the boys and 8 of the girls completed the sessions. Greatest improvement was in communication skills. This was especially evident in role playing. The group found efforts to regulate rules of conduct for group discussion frustrating, and several disagreements arose, but considerable personal development was achieved by their being forced to work out their own decisions. When the group members were followed up 30 days later (Table 5), it was found that 3 were in MDTA training, 2 in Job Corps and 1 in NYC, 3 (including 1 dropout) were working full-time, 4 were still receiving ES services, 1 remained at home to care for her child, 1 was pregnant, 1 ill, and the other two could not be located.

Cooperation among staff members was reported as "tremendous." YOC counselors worked well together and counselor-counselee relationships were improved.

Salt Lake City, Utah

Seventeen youth, 16 males and 1 female, were enrolled in the 1966 TIDE program. Speakers, field trips, and discussions were planned to include a realistic view of work opportunities, employment, government, racial issues, and narcotics. In addition a course in First Aid was worked into the program. Of the 17 enrollees, 10 found jobs during or at the end of training, 1 returned to school, 1 enrolled in the Job Corps, 5 were unemployed. In all 2 expressed a continuing interest in MDTA training and 6 in Job Corps, whenever training slots might become available.

In July 1967 the YOC was programmed for a 20-hour and a 10-hour program, but difficulties in recruitment developed with the result that two 20-hour programs were conducted, with enrollment reduced to 12 persons, and overall length extended to 5 weeks. Results of both phases are included in Tables 2 and 3.

One-half unit of high school credit was made available to enrollees whose attendance was regular. This provided incentive mostly to the more recent group of dropouts.

Behavior of enrollees was generally good, although in sharing game room and cafe facilities with regular YOC staff some problems developed due principally to boisterousness.

Audio-visual recording equipment was available and provided a basis for many discussions. As a result, some of the enrollees got more conventional haircuts and general improvement in appearance was noted.

Discussion sessions allowed the dynamics of the group to determine subjective topics and level of involvement. A substantial amount of time was devoted to factors contributing to poor communication. As

the program progressed marked improvement was noted in the enrollees' ability to accurately perceive group feedback. Another significant achievement was to activate a desire for these young people to make something of themselves. When enrollees accepted the challenge of TIDE, they were for the most part aimless in their aspirations. The program not only provided incentive but information as a means of preparations for useful, productive lives.

Scranton, Pennsylvania

Early in the summer of 1967 the Scranton HRD office conducted three regular MDTA employment orientation training sessions, two for youth, one for adults. These were similar to TIDE and followed TIDE guidelines. The two E&D Phase IIB 10-hour TIDE sessions, which Scranton undertook in collaboration with Pittsburgh, consequently had a local as well as an inter-city base for comparison.

Problems attendant upon the 10-hour program in Scranton were similar to those encountered in other cities, namely the fact that the $10.00 per week allowance was inadequate to attract many youth. The youth were not interested in a part-time activity but wanted something full-time, and the reduced classroom activity provided insufficient time to do much in-depth counseling or to develop active discussion.

In spite of these problems, however, the Scranton part-time TIDE program should be considered successful. As indicated in Tables 6 and 7, the first program recruited a significant group of 18 and got 50% of them either into training or into jobs. The second group was smaller but with similar outcome. Success in counseling and discussion activities may be attributed to two factors. First, the counselors in the office had just completed three longer orientation programs. There was general office involvement and the TIDE counselor was interested in packing the program with as much counseling and activity as could be worked into the time available. Second, the type of individual accepting the smaller training allowance was in general a younger group or older youth with more obvious problems, which an experienced energetic counselor could go to work on immediately.

One other significant factor emerged from one of the groups. Two sets of sisters (2 each, 4 in all) appeared. This proved a decided barrier to free and open discussion. Limitations similar to this were noted in other programs where close friends or married couples were involved. As a general rule it is believed that better and quicker group cohesiveness can be developed when all members of the group are initially strangers. Individuals may have similar problems, but part of the success in group counseling is in the discovery of these similarities and in the freedom to discuss them with others.

Seattle, Washington

In 1966 two TIDE projects were held involving 69 enrollees, 41 males and 28 females. The report on these projects stressed their value to YOC counselors, who learned that severely disadvantaged youth respond far beyond expectations in situations in which they had to think, talk, and express their feelings. Following the projects, 9 were placed, 8 returned to regular school, 4 were referred to other agencies for service, 12 were referred to training (MDTA, JC and NYC) and the others were continuing their contact with the YOC for counseling and placement. The YOC was enthusiastic about continuing TIDE as an on-going program.

The first project in 1967 was held 5 hrs a day, four days a week. Of the group of 15, 6 were males and 9 females. Ten of the group had police records. The program itself was much like the ones of the previous summer, including speakers, films, tours, and discussion periods.

The group as a whole was not as disadvantaged as originally thought. Twelve of them were school dropouts but it was found that most had considerable intellectual ability. All had employment problems of some severity. The most notable change that occured during the project was the increased awareness by each enrollee of the responsibility for his own actions and the desirability of planning his own future. There were significant increases in ability to communicate with others and growth in self-confidence. It is reported that this group started out strongly with group discussion but during the second week they seemed to lose interest and it was necessary for the project counselor to become more directive. The counselor believes the addition of new enrollees during this period may have contributed to this situation. Results are shown in Tables 2 and 3.

Phase II was held 6 hrs each day Monday through Friday. Referrals were made by counselors on the same basis as for Phase I. Seventeen youth were enrolled but there were 7 dropouts, most of them after a day or two of attendance. Replacements were made as late as the third week. Nine had police court records. Average attendance was 5 or 6. It is believed that 30 hours a week was too long to hold the interest of this group.

This group was small and functioned at a fairly low mental level. They were weak in verbal skills and were reluctant to participate in discussions. They did not accept responsibility for planning their own program or for their own development, although attempts were made by the project counselor to involve them in these activities. In spite of these difficulties there were noticeable changes in grooming, and enrollees did seem to gain some knowledge of the world of work, to know what an employer expects, both in an interview and on the job. They seemed also to have gained some self-confidence. Results are in Tables 4 and 5.

It was apparent in this case that the 20 hour per week program was much more effective than the 30 hour. The shorter week gives the project counselor more time to adjust program plans to the needs of the group. Individual counselor-counselee relationships were continued throughout both phases of the project.

Springfield, Massachusetts

Springfield held its first TIDE project in 1967. Sixteen potential school dropouts who were having difficulty in adjusting to society were enrolled. Thirteen Negroes and 2 Puerto Ricans were selected by the project director, 6 girls and 10 boys. Sessions were conducted Monday through Thursday, 5 hours each day for 4 weeks.

The curriculum was planned but was changed from time to time to meet the needs of the group. Some time nearly every morning was spent in remedial education. Tours were made of two industries in the area and to quite a few cultural and historical centers. Films and speakers presented various aspects of employment, good grooming, and health problems. The group is reported to have worked well together and assisted each other in solving social and emotional problems.

In the beginning of the school year the 15 who completed the program returned to school. One dropped out after two weeks and is being considered for training through Job Corps. Part time jobs were found for 4 of the 14 who remained in school and the other 10 are being considered for assignment to NYC Inschool Program.

The scheduled program for the second group, Phase IIA, was similar to that of Phase I. The number of visits to cultural and historical centers were increased and there were fewer speakers and one tour to an industrial plant.

Eight boys and 9 girls, mixed racially, were enrolled, all but one school dropouts. The mental level of this group was lower than that of the first; they were less verbal and were hesitant to express themselves at first. They also had more personal difficulties which caused some discipline problems. One of the most significant accomplishments of this group is reported to be their appraisal of their own abilities and ability to present them to prospective employers in a positive manner. This was developed through practice resumes and role playing.

Two girls dropped out of this group, one to re-enter NYC, the other to move out of town. Of the 15 who completed the sessions 3 were to begin training under MDTA, 7 with Job Corps, and 1 with NYC. One was still receiving ES services, 1 was reported as having shown no improvement, and one as "unknown."

It was felt by the project counselors that the 6 hr. day of Phase II was too long. In the afternoon enrollees became very restless and inattentive. They suggest that the 20 hr. week be extended to six weeks to make the longer total hours of Phase II.

Characteristics and results of both phases are shown in Tables 2, 3, 4, and 5.

Washington, D. C.

The USES-DC ran one TIDE program in 1966, for 17 girls and 7 boys, who were characterized as being disadvantaged "bottom of the barrel" types. The program emphasized remedial education and refresher type training, since getting past Civil Service entrance examinations was a primary concern for a significant number of the group. Within the short period of time allowed for followup it was found that 9 of the group had found jobs, 1 returned to school, and 3 went into training programs (Job Corps, NYC). The YOC was enthusiastic about the program and believed that significant results had been achieved in developing employability among the group.

In 1967 the TIDE program was taken to the Cedar Knolls Children's Center, where the 20-hour and 30-hour programs were conducted for older inmates, including those soon to be released. Since the characteristics of enrollees and results of training would have distorted the general picture, group data are not included in Tables 2 thru 5.

Both TIDE groups were mixed, with a total of 22 boys and 13 girls. All were under 18 years of age. At time of followup only 16 youth were known to have been released and of these 1 was in or awaiting Job Corps, 4 NYC, 2 returned to school, 4 were employed, 3 were still receiving ES services, and for 2 the value of TIDE seemed to have been questionable.

Both the YOC counselors and the Cedar Knolls officials felt that the program was very much worthwhile and had produced significant changes in the attitudes toward society which these youth would assume upon release. The program was regarded as a privilege by the enrollees and they responded with a group spirit and loyalty which was clearly evident. Only two instances of abscondence resulted from the numerous field trips that were taken. One of these out of loyalty returned to the group before it left town and later escaped from his cottage.

The program unquestionably was exhausting to the YOC counselors. They became so involved as to stay up nights making sandwiches for the group for field trips. The following abstraction from the counselors' report may help to explain why. A reading of individual enrollee reactions fully supports the counselors' opinions.

"Each youth brought with him to one class an attitude of skepticism and distrust. The quality each needed most was a feeling of individual worth and trust for people. The first week was spent 'feeling each other out.' By the beginning of the second week close relationships had begun to develop. Students had become so deprived of individual attention in the constant routine of group activity that the individual attention we were able to provide had rewarding effects on the attitude of the enrollees. If nothing more, I think we have helped these students develop a kind of patience and realization that all the world is not 'out to harm them.'"

"Sometimes attitudinal changes are indicated through outward changes, as in appearance, speech and conduct. Less obvious to us were the changes in appearance, for dress, grooming and hygiene were legislated by the institution. All the students were well-dressed throughout the project and often received compliments from persons who met with them. Speech was not error-free, but there were few occasions on which any profane language was used. The conduct of the participants was our best indication of attitudinal changes. At first the students were very quiet, submissive and guarded in response. They were accustomed to having decisions made for them, having people watch them, thus more orders and supervision were expected. We refused to do so. One student was appalled when he was asked to take a record player to a cottage unescorted. As time progressed, however, there were many occasions when students had to make decisions and prove their own trustworthiness. We felt that when released, the students would have to operate on their own, and our goal was to help them prepare personally and vocationally for this type living."

"We became such close friends to all of the students, without sacrificing respect, that it is difficult to isolate one or two factors which explain the change in the students. We feel we can honestly reject the hypothesis that disadvantaged youth are "alienated" from society, for we found our students had the same or very similar values as society on the whole. They also wanted a job, money, a family, and a home. Without similar values, actually we would never have been able to convince the students in four weeks to try a job, learn a trade, finish school."

Wheeling, West Virginia

The Wheeling Employment Opportunity Center conducted only one TIDE session. This was in 1967. Two sessions were programmed, but the second was cancelled because it would have started too late to have been included in the demonstration time period. Wheeling was not among the top priority cities, and consequently was not funded until after declinations had been received from other priority areas. The class was held from November 13, 1967 to December 11, 1967.

. For the one program that was held, Tables 2 and 3 indicate a typical TIDE group, with significant substantial results. The EOC evaluation indicated an interest in an ongoing program. "Those enrollees not placed on a job or in training are much more receptive to counseling on an individual basis because of the communication skills they developed while in the program."

A significant feature of the program was the cooperation furnished by the Wheeling Beauty College in allowing their trainees to give beauty tips and free hair styles to female enrollees beyond the ending date of the program.

Another interesting facet of this program developed when the group was asked to name the five enrollees whom they would select from the group if they were employers and had five vacancies to fill. The five selected then were removed to another room for a counseling session, and the nine remaining enrollees were asked to explain why the five had been selected. It developed that the five selected had been chosen on the basis of better education, better communication ability, and appearance.

Winston-Salem, North Carolina

The Winston-Salem Special Services Center conducted its first TIDE program in 1967, Phase I (20 hours) and IIB (10 hours). Results are shown in Tables 2, 3, 6 and 7. What does not show in the statistics may be briefly mentioned as follows.

Phase I was a mixed group with two Caucasians, one female who dropped out, and one male about whom the group was especially solicitous whenever he missed a session. Probably about one quarter of all TIDE dropouts can be attributed to imbalanced groups. In Phase II, for example, there was one male in a group with 16 females. He also dropped out.

Discipline in Phase I ceased to be a problem after two individuals were removed and sent to individual counselors. (Prompt handling of disciplinary problems produced uniformly good results throughout TIDE, including individuals who returned to the group subdued and without allowances. Disciplining by the group itself was in some cases too harsh, and counselors felt the need to intercede on behalf of offending enrollees. The point seems to have been demonstrated in TIDE that show-offs need the group more than the group needs them, and that they still need the group experience, even after they discover that the group cannot be manipulated by them.)

With respect to Phase II, problems of recruitment with the reduced training allowance resulted in what proved to be largely a part-time program for young mothers, with the following results reported:

"Female participants tended to be more mature than the males. Most of them were married and had at least one child, some were unmarried with children. Their sense of responsibility was greater. They tended to spend

their allowance money on babysitters, food, bills, etc; while the male participants used their money for clothes, movies, etc., and often did not have bus fare or lunch money."

"The dropout rate was greater for Phase II-B. This could be attributed to the fact that the length of training was longer and the allowances were smaller. Most dropouts left the program to accept full-time employment, and others couldn't find baby-sitters. For those with more than one child, ten dollars was not enough to meet the expenses incurred by participating in the Project. Due to the limited time spent each day, sessions were frequently longer than scheduled at the request of participants."

"In relation to the applicant group served by the Youth Opportunity Center in Winston-Salem, Phase I proved to be more beneficial. One of the primary reasons for this was the amount of time allocated to work with trainees. The four hours allocated for Phase I gave the participating counseling staff time to expose TIDE trainees to a more comprehensive program of service than did Phase II-B."